

Differentiation: Questioning & Critical Thinking Learning Plan

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| Class Title: Questioning & Critical Thinking: Inquiring Minds Want to Know |
| Description: This class will explore the different types of questions used in K-12 classrooms and the techniques teachers can use to engage their students. It will also explore the ways that effective teachers can turn students' incorrect or unanticipated answers into learning opportunities. The exchange of questions and answers by both teachers and students is a key element of the learning process and its success depends on a classroom environment where students feel valued, where their answers are respected, and where teachers are sensitive to individual students' needs. |
| Learning Targets: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> How to make questions important and challenging for students <input checked="" type="checkbox"/> How to frame questions to improve student learning <input checked="" type="checkbox"/> How to effectively follow up on student responses <input checked="" type="checkbox"/> How to involve students so they ask their own questions <input checked="" type="checkbox"/> How to determine if the cause of a wrong or unexpected answer is misinterpretation of the question, lack of knowledge, or misconception <input checked="" type="checkbox"/> How to adjust questions based on student responses <input checked="" type="checkbox"/> How to involve the other students in determining an appropriate answer without offending the student who answered originally <input checked="" type="checkbox"/> How to encourage students who struggle |
| WI Educator Standards addressed: 1,2,3,4,7,8 |
| Class vocabulary: HOTS (Higher Order Thinking Skills), Information Questions, Processing Questions, Imaginative Questions, Preplanned Questions, Improvisational Questions, Opportunistic Questions, Open Questions, Overt Questions Covert Questions, Mirror Questions, Synopsis Questions, Clarifying Questions, Development Questions, Evaluating Questions, SEEK, Preference Questions. |
| Learning Styles accommodated in this class: Visual, Auditory, Tactile/Kinesthetic |
| Multiple Intelligences accommodated in this class: Visual/Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal, Logical |
| Bibliography: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Master Teacher Asking Quality Questions to Leverage Learning, Volume 25, Number 21, February 2004. <input checked="" type="checkbox"/> Johnson, Nancy L., Questioning Makes the Difference Pieces of Learning, 1990. <input checked="" type="checkbox"/> Johnson Nancy L., The Quick Question Workbook. Pieces of Learning, 1999. <input checked="" type="checkbox"/> Performance Learning Systems Effective Questioning, Issue 16, 2002. <input checked="" type="checkbox"/> Morgan, Norah and Saxton, Juliana., Asking Better Questions, 2nd Edition. Stenhouse Publishers, 2006. <input checked="" type="checkbox"/> Strong, Richard W. Hanson, J. Robert, and Silver, Harvey F. Questioning Styles & Strategies, 2nd Edition. The Thoughtful Education Press, 1995. <input checked="" type="checkbox"/> Association for Supervision and Curriculum Development. "How To" - Video Series for the Classroom Teacher. How to Improve Your Questioning Techniques. 1999. <input checked="" type="checkbox"/> Association for Supervision and Curriculum Development. "How To" - Video Series for the Classroom Teacher: How to Turn Wrong Answers Into Learning, 2004. |
| Websites: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> |
| Differentiation: Differentiated instructional techniques will be modeled throughout the class to accommodate the different learning styles as well as multiple intelligences of the participants. Teachers will learn to formulate questions and assess learning through techniques designed to meet the needs of all learners. |